

I3. Instructional Material. Addition

Current Washington policy. For non-employee-related costs (NERC), which can include textbooks and other instructional materials, Washington provides a dollar amount for every formula-generated certified staff, which was \$9112 for the 2006 school year.

Evidence. The need for current, up-to-date instructional materials is paramount. Newer materials contain more accurate information and incorporate the most contemporary pedagogical approaches. To ensure that materials are current, twenty states have instituted adoption cycles in which they specify or recommend texts that are aligned to state learning standards (Ratvitch, 2004). Many states that adopt textbooks encourage districts to purchase recommended texts by requiring that funds specified for instructional materials be used only to purchase approved texts. Other states, like Washington, allow districts “local control” to purchase texts approved by the local school board.

Up-to-date instructional materials are expensive, but vital to the learning process. Researchers estimate that up to 90 percent of classroom activities are driven by textbooks and textbook content (Ravitch, 2004). Adoption cycles with state funding attached force districts to upgrade their texts instead of allowing these expenditures to be postponed indefinitely.

The type and cost of textbooks and other instructional materials differ across elementary, middle school, and high school levels. Textbooks are more complex and thus more expensive at the upper grades and less expensive at the elementary level. Elementary grades, on the other hand, use more workbooks, worksheets and other consumables than the upper grades. Both elementary and upper grades require extensive

pedagogical aides such as math manipulatives and science supplies that help teachers to demonstrate or present concepts using different pedagogical approaches. As school budgets for instructional supplies have tightened in the past, consumables and pedagogical aides have typically been the first items to be cut as teachers have been forced to make due or to purchase materials out of their own pockets.

The price of textbooks ranges widely. In reviewing the price of adopted materials from the states of California, Texas, and Florida patterns emerge creating price bands (Figure xx below). Although there are texts with prices that lie outside of these bands, most publishers seem to keep within or close to these constraints. The top end of the high school price band is notable at \$120 per book. Ten to fifteen years ago such prices for textbooks at the high school level were uncommon, but as more students move to take advanced placement courses, districts have been forced to purchase more college-level texts at college-level prices.

Figure xx
Costs of Textbooks and Instructional Supplies by School Level
(in annual dollars per pupil)

	Elementary School	Middle School	High School
Textbooks	\$45 - \$70 (\$60)	\$50 - \$80 (\$70)	\$75 - \$120 (\$100)
Consumables and Pedagogical Aides	\$60	\$50	\$50
Subtotal Textbooks and Consumables	\$120	\$120	\$150

The subtotal figure for textbooks and consumables would not need to be adjusted for the size of school or school district because it is assumed that costs for adopted textbooks would be negotiated at the state level. Additionally, the total figure would also

provide sufficient funds for adequate instructional materials and texts for most non-severe special education students. Modifications for severe special education cases would need to be funded from Special Education funds.

Adoption Cycle

The assumption of the purchase of one textbook per student annually allows for a six year adoption cycle. The six year adoption cycle in Washington fits nicely with the structure of a secondary pupil's schedule of six courses in a six period day. It also comes close to matching the content areas covered at the elementary level.

	Washington Potential Secondary Six Year Adoption Cycle					
Year	2006	2007	2008	2009	2010	2011
Content Area	Science Health P.E.	Social Studies	Foreign Language	Fine Arts	English Language Arts	Mathematics

At the elementary level, there are fewer subject areas to be covered leaving the opportunity for a sixth year in the cycle to be used for purchasing not only additional supplementary texts but also consumables/pedagogical aides.

	Washington Elementary Six Year Adoption Cycle					
Year	2006	2007	2008	2009	2010	2011
Content Area	Language Arts	Mathematics	Social Studies	Science/ Health	P.E., Visual and Performing Arts	Supplements, Consumables, Manipulative

Library Funds

The average national per pupil expenditure for library materials in the 1999-2000 school year was \$15 (excluding library salaries). This average varied by region with the West spending \$14 per pupil annually and the Eastern states spending \$19. Reflecting

the national average, for example, schools in the state of Washington spent an average of \$15 per pupil in that same year (excluding salaries). Over 2/3 (\$11) of the \$15 that Washington schools spent on libraries were used to purchase books and the remainder was spent on other instructional materials and/or services such as subscriptions to electronic databases (Michie, 2005).

As the world shifts to more digital resources, libraries are purchasing or using electronic databases such as online catalogs, the Internet, reference and bibliography databases, general article and news databases, college and career databases, academic subject databases, and electronic full-text books. In 2002, 25 percent of school libraries across the nation had no subscriptions, 44 percent had 1-3 subscriptions to electronic databases, 14 percent had 4-7 subscriptions, and 17 percent had subscriptions to 7 or more. Usually larger high schools subscribed to the most services (Scott, 2004).

Electronic database services vary in price and scope and are usually charged to school districts on an annual per pupil basis. Depending on content of these databases, costs can range from \$1-5 per database per year per pupil.

Thus, to adequately meet the needs of the school libraries, it is recommended that the funding system provide elementary, middle, and high schools \$20, \$20, and \$25 respectively on a per pupil annual basis for library text and electronic services. These figures outstrip the national average allowing Washington librarians to strengthen print collections. At the same time, it allows schools to provide, and experiment with, the electronic database resources on which more and more students rely (Tenopir, 2003).

Total per Pupil Apportionment for Instructional Materials

Taking the recommended apportionment for “library texts and electronic services” and adding it to the “textbook and consumables” figures, results in the totals listed in Figure xx below.

Figure xx
Total Annual Costs Per pupil for Instructional Materials and Library Resources

	Elementary School	Middle School	High School
Library Texts and Electronic Services	\$20	\$20	\$25
Textbook & Consumables Subtotal	\$120	\$120	\$150
Total Instructional Materials	\$140	\$140	\$175

Professional Development for Adoptions

It should be noted that these cost figures do not include the cost of the professional development necessary for teachers during the adoption process. On a six-year cycle, professional development for teachers at the secondary level only comes once every six years when their particular content area is reviewed. At the elementary level, professional development would be necessary every year since each teacher teaches each subject area. Professional development in an adoption cycle usually requires one day of initial training and then one follow-up day later in the semester after the teachers have familiarized themselves more with the use of the new materials. The professional development resources that are included in the recommended Washington evidence-based funding model would be adequate to meet these needs.

The Adoption Process

The adoption process is time intensive and has the potential to be politically charged. States need to understand what potential timelines might exist for the adoption process by observing models in other states. Districts, depending on their size, usually have content area committees at the secondary level and grade level committees at the elementary level. Depending on the model used at the state level for adoption, these local district committees will have a driving role in the selection of textbooks if offered a list of recommended texts from the state department of education. Because these committees already exist at the district level, no additional funding at the district level needs to be stipulated for the selection process.

Recommendation. We recommend that the new Washington funding model include \$140, \$140 and \$175 per pupil for instructional materials, books, supplies, including library resources, for elementary, middle and high schools, respectively.

Instructional Materials

References

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